

**A CORRELATION STUDY BETWEEN STUDENTS' MASTERY IN
USING SENTENCE CONNECTORS AND THEIR WRITING
PRODUCTION AT THE SECOND YEAR OF SMAN 3
KAMPAR KAMPAR SUB DISTRICT
OF KAMPAR REGENCY**

A Thesis

Submitted to Fulfill One of Requirement
for Bachelor Degree in English Education
(S.Pd.)



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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

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SUPERVISOR APPROVAL

The thesis entitle “*A Correlation Study between Students’ Mastery in Using Sentence Connectors and Their Writing Production at the Second Year of SMAN 3 Kampar Kampar Sub District of Kampar Regency*”, is written by Yulhendra, NIM. 10614003397. It is accepted and approved to be examined in the meeting of the final exmination of undergraduate committe at Faculty of Educationand Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

Pekanbaru, Rajab 11, 1432 H.
June 13, 2011 M.

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ACKNOWLEDGEMENT

In the name of Allah the most Gracious and most Merciful

All Praise and thanks belong to Allah almighty; the lord of the universe who created the heavens and earth, and originated the darkness and the light, who sent down the calmness and tranquility into the hearts of the believers, that they may grow more in faith along with their (present faith). In his willingness, the writer can complete this thesis. Shalawat and gratitude to our prophet Muhammad Peace Be Upon Him, who has brought his followers from the darkness to the lightness.

This thesis is written and intended to submit in partial of the requirements for the bachelor degree in English Education Department of Tarbiyah and Teacher's Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this thesis is "*A Correlation Study between Students' Mastery in Using Sentence Connectors and Their Writing Production at the Second Year of SMAN 3 Kampar Kampar Sub District of Kampar Regency*".

The writer realizes that there are some weaknesses on this study and on finishing this study; the writer gets many valuable helps and advices from any people. Therefore, constructive criticism and suggestion are needed very much to improve this thesis, in this occasion, the writer also express this science thanks and deep gratitude to:

1. Prof. Dr. H. M. Nazir as the rector of State Islamic University (UIN) Sultan Syarif Kasim Riau, who has for the development of this university.

2. Dr. Hj. Helmiati, M.Ag as the dean of Education and Teacher's Training Faculty of State Islamic University (UIN) Sultan Syarif Kasim Pekanbaru for her kindness and encouragement.
3. Dr. Hj. Zulhidah, M.Pd. the head of English Education Department of Education and Teacher's Training Faculty of State Islamic University (UIN) Sultan Syarif Kasim Pekanbaru for her kindness and encouragement.
4. Riza Amelia, M.Pd. as the writer's supervisor, who has encouraged and motivated the writer to complete this thesis.
5. H. Fauzul Azmi, S.Pd. as the headmaster of SMAN 3 Kampar who had given chance to the writer in conducting the research to this school.
6. Drs. M. Syafi'i. S. M.Pd, Drs. Walid Abdurrahman, MM, and Jonri Kasdi, S.Pd. I thank you so much for your encouragement and support.
7. All of the lecturers of Education and Teacher's Training Faculty, who have given their knowledge patiently.
8. My beloved parents; Syamsir and Kartini who have given me love and affection, finance and always motivate me to accomplish this thesis soon, and my sister Sasmita, my brother Abu Bakar and Randi Syaputra, my youngest sister Erna Marisa, and also my uncles and grandmother Siti Nurbaya always support the writer.
9. Special thanks to Erni Ermawati, she is a special one who has given motivation and spirit of me.

10. My best friends; Syafrizon, Wandi Syaputra, S.Pd., Afriani, S.Pd., Ana Fitriyana, Muhammad Hidayat, Zulfirman, Nur Srileni, Pendra, Rusef, Agus, Fery, Trisna, Imel, Evy, Laily, Riky, Ahmad, and all of my friends of English Department in the academic 2006-2007, that I cannot mention one by one, thanks for everything.

Finally, the writer realizes that this thesis is still far from perfect needs. Therefore, comments, critics, and constructive suggestions are very much appreciated.

My Allah Almighty the lord of universe bless them all. Amin!!!

Pekanbaru, June 13, 2011

The writer

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ملخص

يولهيendra (2011): مهارة الطلاب في تعلقها في استخدام كلمات الصلة و مهارتهم في الكتابة لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 3 كمبار مركز كمبار منطقة كمبار.

هذا البحث هو بحث تجريبي. استخدم في هذا البحث متغيران، هما متغير X ومتغير Y. الموضوع من هذا البحث طلاب الصف الثاني بالمدرسة المتوسطة العليا الحكومية 3 كمبار بينما الهدف مهارة الطلاب في استخدام كلمات الصلة و مهارتهم في الكتابة. كان هذا البحث مؤشرا إلى طلاب الصف الثاني بالمدرسة المتوسطة العليا الحكومية 3 كمبار مركز كمبار منطقة كمبار. ومجموع الأفراد كله 107 طالب و أخذ الباحث 33 طالبا ليكونوا عينة هذا البحث على طريقة العينات العشوائية. يقدم في هذا البحث رموزي المسألة، هما:

1. كيف كانت مهارة الطلاب في استخدام كلمات الصلة بالمدرسة المتوسطة العليا الحكومية 3 كمبار

2. هل هناك ارتباط دليلي بين قدرة الطلاب في استخدام كلمات الصلة ومهارة كتابتهم بالمدرسة المتوسطة العليا الحكومية 3 كمبار

في جمع البيانات، استخدم الباحث الاختبار لمعرفة كيفية مهارة الطلاب في استخدام كلمات الصلة و مهارة كتابتهم. ولتحليل البيانات، استخدم الباحث الرموز الآتي:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}}$$

ثم لتحليل البيانات السابقة، استخدم الباحث البرنامج س. ف.س.س. وتدل نتائج هذا البحث على أن هناك ارتباط هام بين مهارة الطلاب في استخدام كلمات الصلة و مهارة كتابتهم لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 3 كمبار. فهذا الارتباط توضح بالنتيجة الهامة $r_{xy} = 0.305$ وهو أصغر من r_t (5 في المائة وهو 0.325، 1 في المائة 0.418). فهذا يعنى وجود الارتباط بين المتغيرين. فلنتجتها، أن الفرضية الأخيرة مقبولة. وأنه أيضا يدل على انخفاض الارتباط بين مهارة الطلاب في استخدام كلمات الصلة و مهارتهم في الكتابة لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 3 كمبار.

ملخص

يوهيندرا (2011): مَهَارَةُ الطُّلَّابِ فِي تَعَلُّقِهَا فِي إِسْتِخْدَامِ كَلِمَاتِ الصَّلَةِ وَ مَهَارَتِهِمْ فِي
الْكِتَابَةِ لَطَلِبَةِ الصَّفِّ الثَّانِي بِالْمَدْرَسَةِ الْمُتَوَسِّطَةِ الْعُلْيَا الْحُكُومِيَّةِ 3
كَمْبَارَ مَرْكَزِ كَمْبَارَ مَنطَقَةِ كَمْبَارَ.

ABSTRACT

YULHENDRA (2011)

A CORRELATION STUDY BETWEEN STUDENTS' MASTERY IN USING SENTENCE CONNECTORS AND THEIR WRITING PRODUCTION AT THE SECOND YEAR OF SMAN 3 KAMPAR KAMPAR SUBDISTRICT OF KAMPAR REGENCY

This research is a correlation research. There are two variables used in this research; variable X and variable Y. The subject of this research is the second year students of SMAN 3 Kampar, while the object is students' Mastery in Using Sentence Connectors and Their Writing Production.

The research had been conducted to the second year students of SMAN 3 Kampar. The total number of population is 107 students and the writer took 33 students as samples of this research by using random sampling. There are two formulations of the problems presented in this research, they are as follow:

- 1) How is the students' mastery in using sentence connectors at SMAN 3 Kampar?
- 2) Is there any significant correlation between students' mastery in using sentence connectors and their writing production at the second year of SMAN 3 Kampar?

To collect the data, the writer used test to know about the students' mastery in using sentence connectors and students' writing production. To analyze the data, the writer used the formula as follow:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2} \sqrt{\sum y^2}}$$

Then to analyze the data, the writer used SPSS for windows. The result shows that there is significant correlation between students' mastery in using connectors and their writing production at the second year students of SMAN 3 Kampar. This correlation is showed by the significant score $r_{xy} = 0.305$ is lower than r_t (5% is 0.325, 1% 0.418.). It means there is low correlation between the two variables. Consequently, the alternative hypothesis (H_a) is rejected). It indicates that there is low correlation between students' mastery in using connectors and students' writing production at the second year of SMAN 3 Kampar.

ABSTRAK

YULHENDRA (2011)

Sebuah Hubungan Belajar antara Penguasaan Siswa dalam Menggunakan Kalimat Penghubung dan Memproduksi Tulisan Mereka pada Siswa Tahun Kedua di SMAN 3 Kampar Kecamatan Kampar Kabupaten Kampar

Penelitian ini adalah sebuah penelitian korelasi. Dalam penelitian ini digunakan dua variable; variable X dan variable Y. Subjek dari penelitian ini adalah siswa tahun kedua di SMAN3 Kampar sementara objeknya adalah penguasaan siswa dalam menggunakan kalimat penghubung dan memproduksi tulisan mereka.

Penelitian ini ditujukan kepada siswa tahun kedua di SMAN 3 Kampar Kecamatan Kampar Kabupaten Kampar. Jumlah keseluruhan populasinya yaitu 107 siswa dan penulis mengambil 33 siswa sebagai sampel melalui teknik random sampling (sampel acak). Penelitian ini mengemukakan dua rumusan masalah, yaitu:

- 1) Bagaimana penguasaan siswa dalam menggunakan kalimat penghubung di SMAN 3 Kampar?
- 2) Adakah hubungan yang signifikan antara penguasaan siswa dalam menggunakan kalimat penghubung dan memproduksi tulisan mereka pada siswa tahun kedua di SMAN 3 Kampar?

Untuk mengumpulkan data, penulis menggunakan tes untuk mengetahui bagaimana penguasaan siswa dalam menggunakan kalimat penghubung dan memproduksi tulisan mereka. Untuk menganalisa data, penulis menggunakan rumus sebagai berikut:

$$r_{xy} = \frac{\sum xy}{\sqrt{\left\{\sum x^2\right\}\left\{\sum y^2\right\}}}$$

Kemudian, untuk menganalisa data itu, penulis menggunakan program SPSS. Hasil yang ditunjukkan bahwa adanya hubungan yang signifikan antara penguasaan siswa dalam menggunakan kalimat penghubung dan memproduksi tulisan mereka pada siswa-siswa tahun ke dua SMAN 3 Kampar. Hubungan ini ditampilkan dengan nilai yang signifikan $r_{xy} = 0.305$ adalah lebih rendah dari r_t (5% is 0.325, 1% 0.418.). hal ini berarti adanya hubungan yang rendah antara kedua variable. Sebagai konsekuensinya, hipotesis terakhir (H_a ditolak). Ini menunjukkan bahwa adanya hubungan yang rendah antara penguasaan siswa dalam menggunakan kalimat penghubung dan memproduksi tulisan mereka pada siswa-siswa tahun ke dua SMAN 3 Kampar.

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CHAPTER I INTRODUCTION

A. Background

Writing is a process to transfer ideas or thought into a written language.¹ It is a way of thinking and learning, in which it gives the writer science in practice to explore his ideas or information. In addition, it can also be used to convey the ideas, messages, feelings and many others. In spite of as a part of the language skills, writing is importantly considered learning a long with important elements such as; grammar and structure, punctuation, spelling, etc. All of the elements are valuable to improve the skill of students in writing. Therefore, writing is the most importantly considered skill to be taught in the teaching of English.

Writing is one of language skills.² People say that writing is not easy. It needs study hard and much practice to develop this skill. As a writer should have the skill of how to employ the grammatical forms and syntactical pattern of writing in order to make the readers understand what we mean. In addition, a writer also has to know how to organize or express ideas or thought clearly.

Vygotsky in Jacob, *et al.* state that writing is different from speech in several ways. It is different from speech in both structural and mode of function. Even, its minimal development requires a high level of abstraction. Furthermore,

¹ Jane B. Hughey. *et al.* (1983). *Teaching ESL Composition: Principles and Techniques*. Rowley, Newbury House Publishers, London, p: 3.

² Jacob, *et al.* (1981). *Testing ESL Composition: A Practical Approach*, Mexico: Newbury House Publishers, Inc. p: 4.

in either native or second language, it is more complex and difficult in certain psychological, linguistic, and cognitive.³

In psychological factor, English is a social act. It has situational context because the audience or respondent is present. It elicits some form of action, interaction, or reaction between individuals. However, in writing, it lacks of situational context because the audience or respondent is rarely present.

In linguistic factor, English has a higher tolerance for repetition of a phrase or a sentence than writing. It also allows using informal and abbreviated forms and construction, which are uttered almost spontaneously. In writing, the writers construct the statement more carefully, concisely, and coherently to ensure the clear meaning.

In cognitive factors, English can be required rapidly and produced rapidly. English develops naturally and early in our first language. People acquire oral skills seemingly without effort. On the other hand, writing is usually learned through formal instruction rather than acquisition. The writer must know and use orthographic forms, lexis, syntax, and morphemes.

Dealing with this, Jacob, *et al.* state that writing is a means of reinforcing other language skills.⁴ Reading, vocabulary, and grammar are employed in act of writing. By reading, the writers will get new information to be used in written discourse. Having a lot of vocabulary, the writer can choose the suitable words for their writing. By grammar skills, the writers can make decisions about the form to

³ Jacob, *et al.* *Op.Cit*, p: 3.

⁴ *Ibid*, p: 6.

the present their ideas. They must apply their knowledge of sentence patterns. In these terms, of course, the passive voice also takes a prominent role.

Hughey, B. *et al.* state that writing must be constructed more carefully, concisely, and coherently to ensure that the meaning is clear.⁵ Writing employs longer structures, which serve elaborate meaning more fully because meaning can be lost if abbreviated structures are written carelessly.

Furthermore, writing in English is not a simple activity because when one is writing, at least he / she should demonstrate his English grammatical competence and his knowledge in the acceptable English rhetoric as a means of communicative aspects of writing in English. When the researcher notices the students' writing performance, especially for EFL classes, the researcher still finds varieties of intricacies are still encountered by EFL students, not only on the aspect of rhetorical pattern of English but also the aspect of English grammatical competence.

“all of research paper writers should be very concerned with many aspects of scientific writing—understanding the writing purpose, knowing the audience, having ability in writing (the standard written English), understanding research problems, owning the knowledge on research training, and knowing how to quote ideas from different sources (citing and referencing skill)”.⁶

Therefore, grammatical rules are taught to enable the students to deal with good sentence structure. Then, the students are able to produce a good writing. However, one of the important aspects in grammar is connector. Connector is a

⁵ Jane B. Hughey. *et al.* (1983). *Teaching ESL Composition: Principles and Techniques*. Rowley, Newbury House Publishers, London. P: 4.

⁶ M. Syafii, S, *et al.* (2007). *The Effective Paragraph Developments: the Process of Writing for Classroom Setting*. Pekanbaru: LBSI. P: 36-37.

word, or sometimes a phrase used to link paragraphs, sentences, clauses, or words.⁷ It shows relationship between ideas, such as effect, contrast or a time sequence and to connect ideas coherently.

SMAN 3 Kampar is one of senior high school in Kampar regency. English is taught as a compulsory subject and English is tested in National Exam. Writing ability is one of the language skills that is taught and should be mastered by students in a school. It is taught four hours a week with a time allocated 45 minutes each. Nowadays, this school has used KTSP as the current curriculum, the students who learn English are expected to be able to communicate in writing. The trouble of the problems can be from the students, the society where they socialize, the facility of the teaching and learning, the motivation of the study, and the willingness of the students. Based on explanation above, the writer can take conclusion in studying English is not enough to the students to make a good writing. The writer got experience when conducting practice teaching in this school. In that moment, students of this school had many errors in using connectors in their writing production. So, the writer interested to adopt this problem. It can be seen from the symptoms below:

- a. Some of the students encounter difficulties in applying the correct connectors in writing assignment.
- b. Some of the students experience difficulties in employing the vocabulary, effective word/idiom in writing.

⁷ Janet Lane and Ellen Lange. (1993). *Writing Clearly an Editing Guide*. University Of California Davis. Heinle and Heinle Publishers A Division of Wardsworth, Boston, USA. P: 128.

- c. Some of the students get difficulties in employing the mechanic, spelling, punctuation, and capitalization in writing.
- d. Some of the students get difficulties to clarify the functions of each sentence connectors.
- e. Some of the students rarely practice to use sentence connectors in writing.

Based on the weaknesses above, the writer is interested in carrying out a research entitled: “A CORRELATION STUDY BETWEEN STUDENTS’ MASTERY IN USING SENTENCE CONNECTORS AND THEIR WRITING PRODUCTION AT THE SECOND YEAR OF SMAN 3 KAMPAR KAMPAR SUB DISTRICT OF KAMPAR REGENCY”.

B. The Problem

1. The Identification of the Problem

Based on the background of the problems above, there are many problems connected with the title of the research especially in writing ability. The problems are identified as follows:

- a. Some of the students encounter difficulties in applying the correct connectors in writing assignment.
- b. Some of the students experience difficulties in employing the vocabulary, effective word/idiom in writing.
- c. Some of the students get difficulties in employing the mechanic, spelling, punctuation, and capitalization in writing.

- d. Some of the students get difficulties to clarify the functions of each sentence connectors.
- e. Some of the students rarely practice to use sentence connectors in writing.

2. The Limitation of the Problem

Based on identification of the problem above, the researcher summarizes that there are many problems in this research. Then, the researcher limits problem of this research to find out the correlation between students' mastery in using sentence connectors and their writing production at the second year of SMAN 3 Kampar.

3. The Formulation of the Problem

The problem of the research is formulated in the following the questions:

- a. How is students' mastery in using sentence connectors at SMAN 3 Kampar?
- b. Is there any significant correlation between students' mastery in using sentence connectors and their writing production?

C. The Reason of Choosing the Title

- 1. The problems of the research are very interesting and challenging to be investigated in term teaching and learning writing as EFL/ESL class. The English teacher is required to improve students' weaknesses and barriers in employing words, phrases, sentences, and paragraph of written English.
- 2. The problems of the research are very interesting to be studied because it refers to students' mastery in employing sentence connectors in writing English sentences.

3. As Far as the writer is concerned, this research title has never been investigated by any researcher.

D. The Objectives of the Research

Based on formulation of the problem above, this research is intended to find out the correlation on students' mastery in using sentence connectors and their writing production at the second year of SMAN 3 Kampar. The objectives of this research are as follows:

1. The Objectives of the Research

- a. To find out the correlation between students' mastery in using sentence connectors and their writing production.
- b. To find how is the students' mastery in using sentence connectors at SMAN 3 Kampar.

2. Significances of the Research

- a. These research findings are expected to be beneficial finding in education, especially in terms of teaching and learning English as a foreign language (EFL/ESL), especially for the researcher himself.
- b. To enlarge the writer's knowledge about the research especially the writer's insight scientifically in the topic of students' writing activity.
- c. These research findings are also expected to be the useful information especially for those who are concerned with the teaching writing.

E. The Definition of the Terms

In order to avoid misunderstanding toward the terms used in this paper, it is necessary to define the meaning of the terms:

- 1) Correlation is the relationship between two or more variables, or mutual relationship⁸. Meaning that, a connection consists of two or some variables. So, correlation in this study means that students' mastery in using connectors is as variable X and their writing production is as variable Y. X is independent variable and Y is dependent variable.
- 2) Students' Mastery is a complete knowledge, great skill.⁹ It means that to know and understand about some subjects. So, in this case focuses on the mastery of English vocabularies. In this study mastery means come to know it thoroughly and able to use it freely.
- 3) Sentence Connector is a word or sometimes a phrase, used to link paragraphs, sentences, clauses, or words. In writing process we have to master in using connectors because errors with connectors can affect the meaning of whole sentences. Connectors are especially important because writers use them to show relationships between ideas, such as cause/effect, contrast, or a time sequent. Besides, connectors also enable writers to connect their ideas coherently.¹⁰ *E.g. However, Although, Therefore, Because, In other words, But, Not only...but also, So that, Wherever, After, Before, When, Finally, etc.*

⁸ Hornby, A.S. (1989). *Oxford Advanced Learner's Dictionary*. Oxford; Oxford University Press. P: 192.

⁹ *Ibid*, P: 256.

¹⁰ Janet Lane and Ellen Lange. *Op.Cit*. P: 128.

- 4) Writing production is the ability of students to write a paragraph/ story.

Writing is also the ability of a person to express his or her ideas, feeling, or something to others by using written language¹¹. In this study writing production means that person's capability in expressing his or her ideas, feelings, or something to others by writing.

¹¹ Jhon Langan. (1986). *College Writing with Reading*. New York: McGraw-Hill. p: 7

CHAPTER II

THE THEORETICAL FRAMEWORK

A. Writing

1. Writing Production

According to Jacob, *et al.* state that think of language ability in terms of one or more of the traditional four skills or modes of communication speaking, listening, reading, and writing.¹²

People say that writing is difficult. It is important for us why they think that this skill is had to do. The problem is depending on how to put things down paper. According to Janet and Ellen, writing needs content and language control.¹³ It means that writing is not only about ideas but also linguistic factors.

Therefore, writing is not easy. It needs study hard and much practice to develop this skill. The writer should have the ability of how to employ the grammatical forms and syntactical patterns of writing in order to have written the readers understand what the writer means. In addition, a writer also has to know to organize or express ideas or thought clearly.

There are many people find it is easy to speak but hard to write things down on paper. It is important for many people, however to know how to put things down on paper. It is important for those who want to go further in the school, for schoolwork demands writing.

¹² Jacob. *et al.* (1981). *Testing ESL Composition: A Practical Approach*, Mexico: Newbury House Publishers, Inc. p: 4.

¹³ Janet Lane and Ellen Lange. (1993). *Writing Clearly an Editing Guide*. University Of California Davis. Heinle and Heinle Publishers A Division of Wardsworth, Boston, USA. P: 144.

There are many people have the mistaken notion that being able to write well is a talent that one either has or does not have. This is not necessarily true because writing can be written effectively, if the students are willing to learn some strategies and practice them.

Spoken language is simpler than writing language. It can be seen from linguistic factor, speech allows use of informal and abbreviated forms and constructions, which are uttered almost spontaneously, often tumbling out without careful editing or forethought. Otherwise, written statements must be constructed more carefully to ensure that our meaning is clear. Then, a writer must be certain that statements are coherent. They cannot repeat points for emphasis, indefinitely without being redundant.¹⁴

Furthermore, writing in English is not a simple activity because when one is writing. At least he/she should demonstrate his English grammatical competence and his knowledge in the acceptable English rhetoric as a means of communicative aspects of writing in English. When we notice down students' writing performance, especially for EFL classes, we still find varieties of intricacies are still encountered by EFL students. Not only on the aspect of rhetorical competence.¹⁵

Through writing, we are able to express our ideas, feelings, planning, recommendations, values, and our commitments to the other persons. As a writer,

¹⁴ Jane B. Hughey. *et al.* (1983). *Teaching ESL Composition: Principles and Techniques*. Rowley, Newbury House Publishers, London. p:3-4

¹⁵ M. Syafii, S. (2002). *Writing and Its Process: An Overview of Teaching Writing Class in the Context of L1 and L2*. A Paper. P:1

therefore, we must be able to make the readers understand what we want to inform. To create the understanding the readers are not easy. In doing this writer has to make the guesses about what the reader will be able to understand, and even about what the readers will want to read. If the writer expressing his/her ideas in appropriately, the readers may give up the book or article in disgust before getting far.

Therefore, in this case, since the current issues on the failure is put as language teachers' responsibility, we need to get to know as to reevaluate how far the teachers' of English direct their concerns toward the techniques applied in teaching writing itself. We cannot deny that the better techniques employed will produce the better result.

In addition, producing the finished texts in writing process, it means that we are involved with complex language at the level of the clause and complexity of lexical density of the written texts. Thus, we may not make mistake in the matter of grammar in English.

Writing is very important in academic and professional world. Many people use written language for their necessities, like; students, teacher, employees, manager, directors and so on. They often use written language in their academic or professional activity. Therefore, many people should have the skill in writing to help their necessities. Writing also has relationship with other skill like reading, speaking, and listening. The four skills are used for good communication.

According to Syafi'i, Says that good writing should be the goal of every student because the ability to write well organized and concise paragraph is essential to a student's success in almost of university courses.¹⁶ Not only that, a reader can also easily understand what a writer was written. If the readers understand with what a writer has written, means that the communication between the writer and the reader is successful. So, it is important to any university students and the other user of written language to be able to compose well organized and concise a sentence or paragraph.

Simon and Schuster in Syafi'i. good writing does not happen overnight. It involves a process.¹⁷ Biased that, M. Reid. Said that, in the 1970s, however, most ESL writing classes still focus on grammatical sentence structure that supported the grammar class.¹⁸ Therefore, we should have the ability about sentences well. Sentences are the largest unit of grammatical organization within which part of speech (e.g. noun, verbs, and adverbs) and grammatical classes (e.g. word, phrase, and clause) are said to function.¹⁹ Therefore, part of speech is one of the types of word with using in grammar components.

¹⁶ M. Syafii, S. *et al.* (2007). *The Effective Paragraph Developments: the Process of Writing for Classroom Setting*. Pekanbaru: LBSI. P: 1

¹⁷ M. Syafi'i, *Op.Cit.* P:8

¹⁸ Joy M. Reid. (1993). *Teaching ESL Writing*. United States of America: Prentice Hall Regents. P: 23

¹⁹ Jack C. Richard, and Rodgers. (1986). *Aproachess and Methods in Language Teaching*. Cambridge University Press. P: 122

2. The Purpose of Writing

Writing is an instrument of both communication and self-expression. It means that in doing writing there are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied there is a single ways of writing correct English, it is therefore important for students to read as widely as possible in order to be familiar with different variation of written English. Thirdly, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary.

As students in English, however, they have to understand about writing, not only writing but also the component about writing.

As a skill, writing serves four crucial, enduring purposes for the learner. According to Hughey, *et al.* state that there are four the functions and benefits of writing:²⁰

- a) Writing is an essential form of communication
- b) Writing is for critical thinking and problem solving
- c) Writing is for self-actualization
- d) Writing help us control our personal environment.

²⁰ Jane B. Hughey. *et al. Op.Cit.* P: 33.

3. Aspects of writing

In the process of teaching and learning EFL/ESL, writing is one of the four language skills. Thus, it is necessary to observe the students' writing production since it is one of the communicative and productive language skills. Writing proficiency is categorized into the last of four language skills by linguists, as Paulston and Bruder, State writing as the last of the four language skills—of listening, speaking, reading, and writing.²¹ Though it seems more complete than that of other because there are many things to be deliberated, however, it does not mean that writing is the most difficult skill to be acquired by language learners. One thing that must be jotted down is that *writing proficiency* or composing skill is not merely the activity of writing down some words or sentences into the written language but also must be performed into well-organized performance of writing.

Furthermore, Paulston and Bruder, say that at very least, there should be three major aspects of writing that should be accurately deliberated by a writer in his/her writing or composition, such as: (1) correct language form, (2) mechanics of punctuation, and (3) organization of content.²² Furthermore, they also say that on the beginning level, the attentions have to be directed on the correct language form of sentences and their punctuation, but students should be taught rudimentarily the principles of organizing of composition. On the other hand, the concentration should

²¹ Christina Bratt Paulston and Mary Newton Bruder. (1976). *Teaching English as a Second Language: Techniques and Procedures*. Cambridge: Winthrop Publisher, Inc. p: 33.

²² *Ibid*, p: 203.

be directed on the organization and development of ideas, but in this stage, the students still need to work on sentence level of language skill.

In relation to the aspects of writing, Harris in Syafi'i. illustrates five aspects that should be directly involved in writing performance, namely:²³

1. Content: the substance of writing; the ideas expressed.
2. Form: the organization of content.
3. Grammar: the employment of grammatical forms and syntactic patterns.
4. Style: the choices of structures and lexical items to give a particular tone or flavor to the writing.
5. Mechanics: the use of the graphic conventions of the language.

Thus, Hughey *et al.* state that there are five components of writing that must be noticed by writers in writing a composition.²⁴ They are follows:

1. *Content*

It means the ability to link creatively and develop though, excluding all irrelevant information.

2. *Organization*

Is an idea clearly stated, well organized, logically sequenced and cohesive? An essay is coherent if its paragraphs are woven together or flow into each other.

²³ M. Syafii, S. *et al.* *Op.Cit.* P: 164

²⁴ Jane B. Hughey. *et al.* *Op.Cit.* P: 140

3. *Vocabulary*

In writing composition, there should be sophisticated range, effective word, idiom, word choice it's used.

4. *Language use*

Effective complex construction, few errors of arrangement and other article. Grammar of a language description of speaking and writing habits of the people use it. In composing paragraphs or texts, the knowledge of grammar is very important. Without them, writers will not be able to use it. So, the readers cannot catch the writers' message.

5. *Mechanics*

Essay writing is mechanically good if the writer demonstrates the mastery of conventions, good feeling, punctuation, capitalization and paragraphing and also hand writing.

In conclusion, the students must know what an essay is. In developing sentences in paragraphs, they are often to have considered the transition signals to make their composition smooth. If they use narration, they have to know its types, functions, and the ways to put it into an essay. When are able to doing it correctly, they will make their composition understandable. Furthermore, they also have to consider the components that will have great composition.

4. Grammatical Structure

Every language has its specific patterns and regularities in which they are used to convey meaning, some of which make up its grammar. Part of grammatical structure is the order of words. Any speaker of English knows that "*Ernest Hemingway likes John*" does not have the same meaning as "*John likes Ernest Hemingway*". Another part of grammatical structure is changed in the forms of words (morphology)—"*the cow is mad*" for example, means something different from "*the cows were mad*".

Stork and Widdowson, in Syafi'i, point out the term "grammatical structure in its broadest sense, which refers to statements about regularities and irregularities in language."²⁵ In its every day usage it evokes ideas about "correctness" and we often hear people condemning others for their "bad grammatical structure". This every day view of grammar involves valuable judgments about the acceptability of certain utterances and includes strong prescriptive elements. This attitude grew out of approaches to grammatical structure analysis that can be traced ultimately to the ancient Greeks, and the ideas were passed on to the Western World via the Romans. Grammatical structure had already become a set of rules prescribing "correct usage" by the end of the middle ages.

Furthermore, Newfield and Guralnik, in Syafi'i, state that:

²⁵ M. Syafi'i, *Op.Cit.* P: 3.

“Grammar is the part of the study of language which deals with the forms and structures of the words (morphology), with their customary arrangement in phrases and sentences (syntax), and words meaning (semantics). A body of rules imposed on a given language for speaking and writing it, based on its grammar or some adaptation of another”.²⁶

In relation to grammatical structure of English, divides grammar into three varieties. They are (1) academic grammar (for university students), (2) teachers’ grammar, and (3) Learners’ grammar (pedagogical grammar). Teacher’s grammar falling between the two stools of academic grammar and learner’s grammar. It could be argued that teacher ideally should be well versed in both academic grammar and learner’s grammar: that they should have a sound, detailed academic knowledge of the language besides, they also have to be thoroughly skilled in the methodologies of mediating grammar to learners at different stage settings.

Based on the citations above, it can be asserted that grammatical structure is a part of language study in which one of which cannot be separated from each other (morphology, syntax, phonology, and semantics). They must be well integrated in a system of any language skills (listening, speaking, reading, and writing). Besides, there are three types of grammar (academic grammar, teacher’s grammar, and learner’s grammar).

²⁶ *Ibid.* P: 3-4.

5. Writing an Essay

An essay is a piece of writing, which is consisting of several paragraphs instead of just two or more paragraphs.²⁷ It is consist of one topic and it must divided and develop into separate paragraph.

Paragraphs in essay writing are divided into three parts. They are: an introductory paragraph, a body of paragraph (at lease one, but usually two or more paragraphs) and the last is a concluding paragraph. The introductory paragraph consists of two parts: a few general statements about your subject to invite the reader's attention and a thesis statement to state the specific subdivisions of the writer topic. The body refers one or more paragraphs. Each paragraph develops a subdivision of the topic.

So the number of paragraphs in the body in the body will vary with the number of subdivisions. The paragraph of they are like the main supporting points of a paragraph. All of them should use appropriate content, organization, vocabulary, language use and mechanic.

B. Connectors

According to Lane and Lange, state that connector is a word or sometimes a phrase, used to link paragraphs, sentences, clauses, or words.²⁸ In writing process we

²⁷ Alice Oshima and Ann Hogue. (1991). *Writing Academic English: A Writing and Sentences Structure Handbook*. Second Edition. Menlo Park. California: Addison-Wesley Publishing Company. P: 76.

²⁸ Janet Lane and Ellen Lange. (1993). *Writing Clearly an Editing Guide*. University Of California Davis. Heinle and Heinle Publishers A Division of Wardsworth, Boston, USA. P: 128.

have to master in using connectors because errors with connectors can affect the meaning of whole sentences. Connectors are especially important because writers use them to show relationships between ideas, such as cause/effect, contrast, or a time sequent. Besides, connectors also enable writers to connect their ideas coherently.

Furthermore, understanding about sentence connectors, we have to understand about the types of clauses and connectors and the function of them. Based on Lange and Lane an overview of connectors explains about types of clauses and their definition as follows:

- **An independent clause:** can stand-alone as a sentence because its meaning is complete.

Example: *Last year my university had an enrollment of 15 thousand.*

- **A dependent clause or subordinate clause:** cannot stand alone but must work together with an independent clause to complete it's meaning.

Example: *Although Last year my university had enrollments of 15 thousand (dependent clause), this year the number of students have increased by ten percent (independent clause).*

1. Types of Connectors and their Functions

a) Coordinating Conjunctions

Connect words, Phrases, or independent clauses.

Examples:

- 1) *The students bought juice, soft drinks, **and** cookies for the party.*
- 2) *Pedro wanted to study engineering, **but** his father convinced him to study medicine.*

(Note that the two clauses have equal emphasis)

b) Subordinating Conjunctions

Connect a dependent (or subordinate) clause with an independent clause.

Example:

- 1) ***When** we have finished the chapter, we will have a test.*

(Note that the two clauses have equal emphasis, the dependent clause is subordinate and thus has less emphasis).

c) Correlative Conjunctions

Connect similar grammatical structures.

Example:

- 1) *You will have to **either** get a job **or** cut down on your expenses to stay in school.*

d) Transitional Words and Phrases

Link sentences and link paragraphs.

Example:

- 1) *I dislike going to class at eight o'clock **however** I cannot go during the day.*

2. Commonly Used Connectors and Their Meaning

1) Connectors that Show Contrast Ideas/Opposition (unexpected result)

Table II.1
Connectors that Show Contrast ideas/Opposition

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
But	While Whereas	-	However In contrast Conversely On the contrary On the other hand Otherwise Still Instead Nevertheless

Examples:

- a) *We were supposed to be in the class at 8:00 A. M. sharp; **however** Barry arrived at 8:10.*
- b) *Mary is rich. John, **on the other hand** is poor.²⁹*
- c) *I always eat breakfast. **Otherwise**, I get hungry during class.*

²⁹ Betty Schramper Azar. (1989). *Understanding and Using English Grammar*. USA. Prentice Hall , Inc. p: 326.

- d) *Algebra was hard for me in high school; **likewise**, I find calculus difficult in college.*

Table II.2
Example that showing opposition

ADVERB CLAUSES	CONJUNCTIONS	TRANSITIONS	PREPOSITIONS
<i>Even though</i> <i>Although</i> <i>Though</i>	<i>But...anyway</i> <i>But...still</i> <i>Yet...still</i>	<i>Nevertheless</i> <i>Nonetheless</i> <i>However</i>	Despite In spite of

Examples:

Adverb Clauses:

- Even though** it was cold, I went swimming.*
- Although** it was cold, I went swimming.*
- Though** it was cold, I went swimming.*

Conjunctions:

- It was cold, **but** I went swimming **anyway**.*
- It was cold, **but I still** went swimming.*
- It was cold, **yet I still** went swimming anyway.*

Transitions:

- It was cold. **Nevertheless**, I went swimming.*
- It was cold. **Nonetheless**, I went swimming.*

c) *It was cold. **However**, I still went swimming.*

Prepositions:

a) *I went swimming **despite** the cold weather.*

b) *I went swimming **in spite of** the cold water.*

Note:

All of the following example sentences have the same meaning. **Even though** is used to express unexpected result. While, **nevertheless** and **but.....anyway** have the same meaning: **but.....anyway** occurs primarily in speaking, and **nevertheless** occurs primarily in writing.³⁰

2) Using Transitions to Show Cause and Effect Ideas / a Result

Table II.3
Using Transitions to Show Cause and Effect Ideas

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
So	So.....that Such.....that	-	Accordingly As a result Consequently As a consequence Therefore Thus

³⁰ Betty Schramper Azar. *Op.Cit.* P: 326-327.

Therefore and *consequently* mean “as a result”. In grammar, they are called *Transitions (conjunctive adverb)*. Transitions connect the ideas between two sentences.³¹

Examples:

- a) *Hiroshi finally got all his verb tenses right in an essay, **so** he is very happy.*
- b) *Hiroshi is **so** happy he got his verb tenses right in an essay **that** he is telling everyone.*
- c) *Al failed the test because he did not study.*
- d) *Al did not study. **Therefore**, he failed the test.*
- e) *Al did not study. **Consequently**, he failed the test.*

3) Using Transitions to Show a Condition

Table II.4
Using Transitions to Show a Condition

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
Or	If Event if Unless When Whenever	Whether.....or	-

³¹ *Ibid*, p: 326.

Examples:

- a) *I have to get dressed quickly **or** I will be late for the movies. (or else can also be used)*
- b) ***If** you study hard enough, you should pass the test.*
- c) ***Whether** she plans to accompany me or not. I am still going to the concert.*

4) Using Transitions that Give a Reason or Cause

Table II.5
Using Transition that Give a Reason or Cause

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
For	Because Since	-	-

Examples:

- a) *Mr. Cross received a plaque. **For** he was elected teacher of the year.*
- b) ***Because** he was elected teacher of the year, Mr. Cross receive a plaque.*

5) Using Transitions that Add Information / Additional Idea

Table II.6
Using Transitions that Add Information/ Additional Idea

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases

And	-	Not only.....but also Both.....and	Also Besides Moreover Furthermore In addition Too
-----	---	---	--

Examples:

a) *We have seen the movie Gone with the Wind twice, **and** we plan to see it again.*

b) ***Both** my brother **and** I know to play tennis.*

6) Using Transitions that give an Example or Illustrated a Point

Table II.7
Using Transitions that Give an Example or Illustrated a Point

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
-	-	-	For example For instance To illustrate Specifically In particular

Examples:

a) *I like to travel; **specifically**, I visit countries where I can practice my Spanish.*

b) ***For example**, last summer I spent two weeks in Mexico.*

7) Using Transitions that Show a Similarity

Table II.8
Using Transitions that Show a Similarity

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
-	-	-	Likewise Similarly In the same way

Examples:

a) *Algebra was hard for me in high school; **likewise**, I find calculus difficult in college.*

8) Using Transitions that Establish Time Relationship or Order

Table II.9
Using Transitions that Establish time Relationship or Order

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
-	After As soon as	-	First Second

	Before		Afterward
	When		Finally
	While		In conclusion
	Until		Meanwhile
	Whenever		Previously
	As		Next
	As long as		Subsequently

Examples:

a) **When** the semester is over, I will take a vacation.

b) Martin is now a student; **previously**, he was a sales representative for a pharmaceutical company.

9) Using Transitions that Explain or Emphasize

Table II.10
Using Transitions that Explain or Emphasize

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
-	-	-	In fact Namely That is Actually In other words

Examples:

a) *The bookstore sells greeting card; **in fact**, they have the best selection in town.*

b) *I have to study all weekend; **in order word**, I am behind in my homework.*

10) Using Transitions that Show Purpose

Table II.11
Using Transitions that Show Purpose

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
-	So that In order that	-	-

Examples:

a) *I am saving my money **so that** I can go to an exciting vocation this summer.*

11) Using Transitions that Give a Choice or Alternative

Table II.12
Using Transitions that Give a Choice or Alternative

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Transitional Words & Phrases
Or	-	Either.....or	-

Examples:

a) *We can go to the beach. **Or** we can go to mountains.*

b) *You can **either** ride the bus **or** take the subway to get to my apartment.*³²

C. The Operational Concept

The operational concept is a concept used to give an explanation about theoretical framework and avoid misunderstanding and misinterpretation in scientific study because a concept is still operated in an abstract from this research plan to be measured. According to Syafi'i, says operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper.³³ Therefore, the operational concept of this research is correlation of students' mastery in using sentence connectors and their writing production.

There are two variables in this study, they are mastery in using sentence connectors as variable X and Their Writing production as variable Y. X is independent variable and Y is dependent variable.

1. Variable X

Students' mastery in using sentence connectors by following indicators:

- 1) The students can identify connectors for contrasts ideas.
- 2) The students can identify connectors for additional ideas.
- 3) The students can identify connectors for cause effect ideas.

³² Janet Lane and Ellen Lange. *Op.Cit.* P: 133-139

³³ M. Syafii, S, *et al.* *Op.Cit.* P: 122

- 4) The students can identify connectors for a reason and similarity.
- 5) The students can put varieties of connectors based on its function.

2. Variable Y

The students' writing production is assessed by indicators:

- 1) The students' paragraphs contain correct connectors among sentences.
- 2) The students are able to express their ideas to other by using written language.
- 3) The students are able to write based on components of writing production such as generic structure, language features and social function of sentence connectors.
- 4) The students write properly with the components of writing (content, organization, vocabulary, language use, and mechanics).

D. The Assumption

The assumption of this study as follows:

1. The students are able to identify connectors correctly.
2. The students are able to use a variety of connectors in a paragraph.

E. The Hypothesis

Based on the assumption above, the hypothesis can be forwarded as follows:

Ho: there is no significant correlation between students' ability in using connectors and their writing performance at the second year of SMAN 3 Kampar

Ha: there is a significant correlation between students' ability in using connectors and their writing performance at the second year of SMAN 3 Kampar.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

The research aims to find out correlation between students' mastery in using sentence connectors and their writing production at the second year of SMAN 3 Kampar. This research is correlation quantitative research. There are two variables used in this research, firstly independent variable is students' mastery in using sentence connectors, which is symbolized by "X", and dependent variable is their writing production, which is symbolized by "Y".

The independent variable is a stimulus variable or input operates either within a person or within environment to affect his behavior. It is a factor which is measured, manipulated, selected by the experimenter to determine its relationship to an observed phenomenon. The dependent variable is response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated.

The dependent variable is a factor which is observed and measured to determine the effect of the Fundamental of Research Methodology independent variables. It is the variable that will change as a result of variations in the independent variable. It is considered dependent because its value depends upon the value of the independent variable. It represents the consequence of change in the person or situation studied.

B. The Location and the time of the Study

This research was carried out at the second year of Senior High School (SMAN) 3 Kampar. This school is located on Pekanbaru-Bangkinang Street, Desa Padangmutung.

C. The Subject and the Object of the Study

The subject of this research was the second year students of Senior High School (SMAN) 3 Kampar. The object of this research was to find out the correlation on students' mastery in using sentence connectors and their writing production at the second year of SMAN 3 Kampar.

D. The Population and Sample

1. Population

The population of this research was all students at the second year of SMAN 3 Kampar registered in 2009/2010. It consisted of 107 students from social major. Social major students were divided into three classes; each class (XIa, XIb, and XIc) consisted of (35, 35, and 37 students). Since of the number population was large, it was necessary to take sample.

2. Sample

Suharsimi states that if the population is less than 100 respondents, we can take all of the population but if more than 100 respondents can take 10%,-15%, 20%-25% or more than it.³⁴ In this research, the writer took 30% of population for the

³⁴ Suharsimi Arikunto. (2002). *Prosedur Penelitian; Suatu Pendekatan Praktek*, Edisi revisi IV. Jakarta: Rineka Cipta. P: 112.

sample. So, the writer took 33 students from the total number of populations as sample by using *Random Sampling Technique*.

Table III.1
Table the Population and Sample of the Research

No	Class	Population	Male	Female	Sample taken 30%
1	XI IPS ₁	35	15	20	11
2	XI IPS ₂	35	17	18	11
3	XI IPS ₃	37	16	20	11
Total		107	48	58	33

E. The Technique of Data Collection

Data were obtained through the tests, they were:

1. Multiple choice test was used to asses students' mastery to use connectors

The independent variable refers to the Students' mastery in using connectors.

It was investigated by using test (multiple choice tests). In order to get the data of this variable, the writer conducted a test as the techniques for collecting data. The test was used to obtain the data, concern the students' chose writing English composition for them. Based on indicator in operational concept, the total numbers of the test were 20 questions. The test took about 45 minutes to comprehend the students to answer the question. The form of

the question was multiple-choice tests. The advice on the construction of multiple choices in this section was applicable for students test. Sudijono, states that multiple choice test items are usually set out in such way that candidate is required select answer from a number of given option, only one of which is correct.³⁵

Table III.2
Items Number for Each Types of Sentence Connectors Test

No	Types of Sentence Connectors Test	Items Number	Items Distribution
1	The students can identify connectors for contrast ideas.	4	2, 5, 11, and 19
2	The students can identify connectors for additional ideas.	4	4, 6, 8, and 14
3	The students can identify connectors for cause effect ideas.	4	1, 3, 10, and 15
4	The students can identify connectors for a reason and alternative ideas.	3	7, 9, and 17
5	The students can put varieties of connectors based on its function.	5	12, 13, 16, 18, and 20

2. Picture description test was used to asses students' writing production

The dependent variable refers to the Students' Writing Production. It was investigated by giving a picture and than the students retells that picture into a simple paragraph. This test was free writing in which the students wrote a paragraph and applied connectors that they knew in the paragraph.

³⁵ Anas Sudijono. (2009). *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada. P: 30.

Before the test given to the students, it had been tried out to 33 students at the second year of SMAN 3 Kampar who do not involve in sample. The students had to choose one of the correct answers. It was to know whether the test items fulfilled the standard level of difficulty (<0.30 and >0.70) and the discrimination index (Heaton, 1975, p. 172). The try out was conducted to see the reliability of the test. The item difficulties show how easy or difficult a particular item is. The test items that are too difficult (<0.30) and too easy (>0.70) are revised. The standard level of difficulties can be measured by using formula:

$$F.V = \frac{R}{N}$$

FV = The Facility Value
 R = The Number of Correct answer
 N = The Number of Respondents³⁶

If the index of facility value between 0.30 and 0.70, the test item can be accepted. On the other hand, if the index of the facility value is small than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students. So, it should be changed to the new items that are more appropriate.

³⁶ J. B. Heaton, (1975). *Writing English Language Test*. Longman Handbooks for Language Teachers. Published in USA. P: 178.

According to Heaton , reliability is a necessary characteristic of any good test in order to find reliability of the test; to be valid a test must be reliable as a measuring instrument.³⁷ The reliability of the whole test item can be measured by using formula:

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{M(N-M)}{NX^2} \right]$$

r_{ii} = The reliability

N = The number of the respondents

M = The mean score of the items

X = The standard deviation of the deviation of the items score

1 = Constant³⁸

The scores of the students' mastery in using connectors in the tests are classified to determine their level of their mastery; the classification is as follows:

Table III.3
The Classification of Students' Scores

No	Score	Categories
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

³⁷ *Ibid*, P: 162.

³⁸ *Ibid*, p: 164.

F. The Technique of Data Analysis

Before the test was given to the sample, it was being tried to one of the second year classes in order to prove whether the test was reliable and valid. Generally the writer used SPSS version 17.00 in analyzing statistical data.

For the split half coefficient the following guidelines can be used:

- > 0.90 = Very highly reliable
- 0.80 – 0.90 = Highly reliable
- 0.70 – 0.79 = Reliable
- 0.60 – 0.69 = Marginally/ minimally reliable
- < 0.60 = Unacceptably low reliability

According to Heaton, the item with difficulty level below 0.3 and above 0.7 were excluded from the test.³⁹

In order to get the description of students' mastery in using connectors will be analyzed by using the formula:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

Where: N = score

Then, to interpret the level of the students' mastery in using sentence connectors will be searched based on the table bellow:

³⁹ J.B. Heaton. *Op.Cit.* P: 180.

TABLE III.4
The Categories of Students' Mastery in Using Connectors

No	Score	Categories
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

(Petunjuk Pelaksana Sistem Penelitian 1985:6)

The data will be analyzed by using correlation. The writer will use product moment as the formula, because there are two variables that will be correlated. The first variable is independent variable (X) and the second variable is dependent variable (Y). The data will be analyzed by using correlation. The following tables are presented the data of two variables (X and Y) with 33 respondents of this study. It is analyzed by using Product Moment Coefficient Correlation (r) Technique.⁴⁰

The formula is as follow:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Description:

r = Coefficient correlation Pearson-product moment

n = The number of the subjects

⁴⁰ Hartono. (2004). *Statistik Untuk penelitian*. Yogyakarta: Pustaka Pelajar Offset. P: 75.

x = The result of multiple choice test relate to students' mastery in using connectors

y = The scores of the students' writing production through making a paragraph

$\sum x$ = The sum of x score

$\sum y$ = The sum of y score

$\sum xy$ = The sum of the x and y score

TABLE III.5
THE CATEGORIES CORRELATION OF PRODUCT MOMENT

R_{xy}	Interpretation
0.00 – 0.200	There is negligible correlation between the two variables
0.200 – 0.400	There is a low correlation between the two variables
0.400 – 0.700	There is a moderate correlation between the two variables
0.700 – 0.900	There is a high correlation between the two variables
0.900 – 1.000	There is a very high correlation between the two variables

According to Hartono, there are three ways to obtain the correlation between two variables is the r -table⁴¹ is employed to see whether or not there is a significant

⁴¹ *Ibid*, P: 57-58.

correlation between students' mastery in using connectors and their writing production. The obtained value is consulted with the value of r-table product moment correlation $df = N - nr$.

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

Criteria of Hypothesis:

- a. H_a is accepted if $r_o \geq r \text{ table}$ or it can be said that there is a significant correlation between students' mastery in using connectors and their writing production.
- b. H_0 is accepted if $r_o < r \text{ table}$ or there is no significant correlation between students' mastery in using connectors and their writing production.

CHAPTER IV

THE DATA PRESENTATION AND ANALYSIS

In this chapter discusses data presentation dealing with data that has been obtained from observation. This data will describe about students' mastery in using sentence connectors and students' writing production.

A. The Data Presentation

In this data presentation, the writer presents the data of instruments used in observation. It has been noticed that the aim of this research is to find out the correlation between students' mastery in using connectors and students' writing production.

The purpose of this research was to know how the students' mastery in using sentence connectors in their writing paragraph at the second year of SMAN 3 Kampar and to get the information about kinds of connectors that difficult for them. Therefore, in this research, the writer utilized multiple-choice test and students' writing test used in the technique of data collection, which have been collected from the second year of SMAN 3 Kampar. There are two kinds of variable in this paper, namely: independent variable (X) and dependent variable (Y).

1. Independent variable refers to students' Mastery in Using Sentence Connectors was investigated by using multiple-choice test, there were 20 items given to the students.

2. The dependent variable refers to the Students' Writing Production. It was investigated by making a simple paragraph based on look at the pictures and students have to put connectors in it.

The main purposes of this research are to find out the correlation Study between students' Mastery in Using Sentence Connectors and Their Writing Production.

1. The Data of Students Mastery in Using Connectors

TABLE IV.1
Observation Distribution of Students' Masstery in Using Connectors

Statements	The scale of the students' responses				Total	%
	A	B	C	D		
1. He is sick. Therefore, he cannot come today.	6	17	5	5	33	3.4
2. Sally was very sad. Nevertheless, she smiled and pretended to be having a good time.	10	13	4	6	33	30
3. Hiroshi finally got all his verb tenses right in an essay, so he is very happy.	8	11	11	3	33	2.2
4. Wherever I travel, I usually meet someone who can speak English.	5	8	2	18	33	3.6
5. I am saving my money. So that, I can go on an exciting vocation this summer.	6	3	7	17	33	3.4
6. Eric is not only an outstanding teacher, but also he is a gourmet cook.	13	9	4	7	33	2.6
7. David could not travel to Mexico because his visa did not permit him to do so.	2	6	7	18	33	3.6

8. The city provides many cultural opportunities. It has an excellent art museum. Furthermore it has a fine symphony orchestra.	4	5	16	8	33	3.2
9. Algebra was hard for me in high school; likewise, I find calculus difficult in college.	7	8	5	13	33	2.6
10. Al didn't study. Consequently, he failed the test.	7	6	3	17	33	3.4
11. Although Ernest hates most American food, he loves fried chicken.	5	18	7	3	33	3.6
12. We didn't go swimming on the last holiday _____ the hot weather.	7	3	17	6	33	3.4
13. I like to travel; _____, I visit countries where I can practice my Spanish.	8	17	5	3	33	3.4
14. Both my brother and I know to play tennis.	15	2	9	7	33	3.0
15. You had better hurry. Consequently you will be late.	6	4	5	18	33	3.6
16. Martin is now a student; _____, he was a sales representative for a pharmaceutical company.	4	5	18	6	33	3.6
17. You will have to either get a job or cut down on your expenses to stay in school.	8	15	4	6	33	3.0
18. I always eat breakfast _____ I get hungry during the class.	16	7	7	3	33	3.2
19. The crime rate has continued to rise even though the local policy.	10	6	2	15	33	3.0
20. He never misses classes, and he studies hard. _____, Thomas does all of this work.	16	8	4	5	33	3.2

In order to get the description of students' mastery in using connectors will be analyzed by using the formula:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

TABLE IV.2
Result of Using Connectors Test

STUDENTS	CORRECT ANSWERS	SCORE
1	15	75
2	15	75
3	11	55
4	13	65
5	12	60
6	11	55
7	14	75
8	13	65
9	14	70
10	15	75
11	13	65
12	10	50
13	13	65
14	11	55
15	14	70
16	11	55
17	14	70
18	14	70
19	15	75
20	11	55
21	13	65
22	12	60
23	14	70
24	10	50
25	14	70
26	10	50
27	11	75
28	13	65
29	15	75
30	10	50
31	13	65
32	11	55
33	14	70
Average		64.24

In order to present the data about the students' mastery in using connectors, can be seen in table IV.3 as follows:

TABLE IV.3
Percentage of Students' Mastery in Using Connectors

No	Category	Frequency	Percentage
1	Very good	0	0%
2	Good	14	42%
3	Enough	9	28%
4	Less	10	30%
5	Fail	0	0%
Total		33	100%

From the table above, it can be seen the students' mastery in using connectors in answering multiple choice test can be categorized into very good, good, enough, less, and fail. It is seen that 0 of 33 students (0%) get very good category, the students who get good category in this test are 14 of 33 students (42%), while for enough category there are 9 of 33 students (28%), and the students get less category are 10 of 33 students (30%).

2. The Data of Students' Writing Production

In order to get the description of students' writing production will be analyzed by using the formula:

$$\text{Mean} = \frac{\text{Score}(\text{Rater1}) + \text{Score}(\text{Rater2})}{2}$$

TABLE IV.4
Result of Students' Writing Test

STUDENTS	SCORE		FINAL SCORE	CATEGORY
	RATER 1	RATER 2		
1	69	74	71.5	Good
2	63	68	65.5	Enough
3	55	67	61.0	Enough
4	67	65	66.0	Enough
5	46	69	57.5	Less
6	48	60	54.0	Less
7	66	76	71.0	Good
8	47	67	57.0	Less
9	47	72	59.5	Less
10	47	68	57.5	Less
11	46	76	61.0	Enough
12	61	48	54.5	Less
13	47	72	59.5	Less
14	47	49	48.0	Fail
15	47	50	48.5	Fail
16	70	47	58.5	Less
17	69	54	61.5	Enough
18	70	56	63.0	Enough
19	70	65	67.5	Enough
20	70	57	63.5	Enough
21	67	60	63.5	Enough
22	70	58	64.0	Enough
23	70	60	65.0	Enough
24	70	53	61.5	Enough
25	67	65	66.0	Enough
26	69	68	68.5	Enough
27	69	74	71.5	Good
28	70	73	71.5	Good
29	68	60	64.0	Enough
30	67	69	68.0	Enough
31	66	71	68.5	Enough
32	68	64	66.0	Enough
33	70	72	71.0	Good

TABLE IV.5
Percentage of Students' Writing Production

No	Category	Frequency	Percentage
1	Very good	0	0%
2	Good	5	15%
3	Enough	18	55%
4	Less	8	24%
5	Fail	2	6%
Total		33	100%

From the table above, it can be seen the students' writing production in making a paragraph can be categorized into very good, good, enough, less, and fail. It is seen that 0 of 33 students (0%) get very good category, the students who get good category in this test are 5 of 33 students (15%), while for enough category there are 18 of 33 students (55%), and the students get less category are 8 of 33 students (24%), and the students who get fail category in this test are 2 of 33 students (6%).

B. Item Difficulty

Item difficulty shows how easy or difficult the particular test can be proved. The index difficulty (FV) is expressed as the percentage of the students who answer the items correctly. It is calculated by using the following formula:

$$F.V = \frac{R}{N}$$

Where:

FV	=	The Facility Value (Difficulty Level)
R	=	The Number of Correct answer
N	=	The Number of Respondents

If the index of facility value between 0.30 and 0.70, the test item can be accepted. On the other hand, if the index of the facility value is small than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students. So, it should be changed to the new items that are more appropriate.

Scale: Reliability Test Try Out

TABLE IV.6
Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded(a)	0	.0
	Total	33	100.0

a Listwise deletion based on all variables in the procedure.

TABLE IV.7
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.556	1.000	2

Based on the table above, the score of reliability is 0.556. It means that the reliability is low reliability. The test can be used for this research to the sample of second year students of SMAN 3 Kampar.

TABLE IV.8
Item Statistics

	Mean	Std. Deviation	N
Total Correct Score	8.7273	1.48477	33
	43.6364	7.42386	33

C. The Data Analysis

This research is used to obtain the correlation between two variables namely: the students' mastery in using sentence connectors as the independent variable (X) and the students' writing production as the dependent variable (Y).

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While, correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score of correlation coefficient, the sign only shows direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained on the following:

1. Students' Mastery in Using Connectors

The data of Students' mastery in using connectors of the second year students of SMAN 3 Kampar can be seen on the following table:

TABLE IV.9
Students' Mastery in Using Connectors Based on SPSS

N	Valid	33
	Missing	0
Mean		64.2424
Std. Error of Mean		1.50946
Median		65.0000
Mode		65.00(a)
Std. Deviation		8.67118
Variance		75.189
Skewness		-.326
Std. Error of Skewness		.409
Kurtosis		-1.233
Std. Error of Kurtosis		.798
Range		25.00
Minimum		50.00
Maximum		75.00
Sum		2120.00
Percentiles	25	55.0000
	50	65.0000
	75	70.0000

a Multiple modes exist. The smallest value is shown

Based on the table , writer can interpret that Mean score of students' ability in using sentence connectors is 64.24, Median 65.00, Mode 65, standard deviation 8.67, variance 75.18, range 25, Minimum 50, maximum 75, and summation 2120.

TABLE IV.10
Classification of Students' Mastery in Using Connectors

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50.00	4	12.1	12.1	12.1
55.00	6	18.2	18.2	30.3
60.00	2	6.1	6.1	36.4
65.00	7	21.2	21.2	57.6
70.00	7	21.2	21.2	78.8
75.00	7	21.2	21.2	100.0
Total	33	100.0	100.0	

2. Students' Writing Production

To know the data of Students' writing production of the second year students of SMAN 3 Kampar can be seen the following table:

TABLE IV.11
Students' Writing Production Based on SPSS

N	Valid	33
	Missing	0
Mean		62.8788
Std. Error of Mean		1.08013
Median		63.5000
Mode		66.00(a)
Std. Deviation		6.20487
Variance		38.500
Skewness		-.633
Std. Error of Skewness		.409
Kurtosis		.135
Std. Error of Kurtosis		.798
Range		23.50
Minimum		48.00
Maximum		71.50
Sum		2075.00
Percentiles	25	59.0000
	50	63.5000
	75	67.7500

a Multiple modes exist. The smallest value is shown

Based on the table, the writer can interpret that Mean score in students' writing production is 62.87, Median 63.50, Mode 66, standard deviation 6.204, variance 38.50, range 23.50, Minimum 48, maximum 71, and summation 2075.

TABLE IV.12
Classification of Students' Writing Production

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48.00	1	3.0	3.0	3.0
	48.50	1	3.0	3.0	6.1
	54.00	1	3.0	3.0	9.1
	54.50	1	3.0	3.0	12.1
	57.00	1	3.0	3.0	15.2
	57.50	2	6.1	6.1	21.2
	58.50	1	3.0	3.0	24.2
	59.50	2	6.1	6.1	30.3
	61.00	2	6.1	6.1	36.4
	61.50	2	6.1	6.1	42.4
	63.00	1	3.0	3.0	45.5
	63.50	2	6.1	6.1	51.5
	64.00	2	6.1	6.1	57.6
	65.00	1	3.0	3.0	60.6
	65.50	1	3.0	3.0	63.6
	66.00	3	9.1	9.1	72.7
	67.50	1	3.0	3.0	75.8
	68.00	1	3.0	3.0	78.8
	68.50	2	6.1	6.1	84.8
	71.00	2	6.1	6.1	90.9
	71.50	3	9.1	9.1	100.0
Total		33	100.0	100.0	

3. Descriptive Statistics of Students' Mastery in Using Connector and Their Writing Production

The data will be analyzed by using correlation. The following tables are presented the data of two variables (X and Y) with 33 respondents of this study. It is analyzed by using SPSS software version 17.00.

TABLE IV.13
Descriptive Statistics

	Mean	Std. Deviation	N
Connectors	64.2424	8.67118	33
Writing Production	62.8788	6.20487	33

To know the data about correlation between students' mastery in using connectors and their writing production of the second year students of SMAN 3 Kampar can be seen on the following table:

TABLE IV.14
**Correlations of Students' Mastery in Using Connectors
and Students' Writing Production**

		Connectors	Writing Production
Connectors	Pearson Correlation	1	.305
	Sig. (2-tailed)		.085
	N	33	33
Writing Production	Pearson Correlation	.305	1
	Sig. (2-tailed)	.085	
	N	33	33

From the table IV.11 above, the variable of correlation coefficient of the students' mastery in using sentence connectors and their writing production = 0.305, sig. (2tailed) = 0.085, the interpretation is as follows:

1. The score of correlation coefficient $0.305 < 0.325$ in significant standard 5% and 0.418 in significant standard 1% (see table product moment). It means that H_a is rejected which indicates that there is a low correlation between students' mastery in using sentence connectors and their writing production at the second year of SMAN 3 Kampar.
2. The probability score or sig. (2- tailed) is $0.085 < 0.05$. It means that H_a is rejected. In other words, there is low correlation between students' mastery in using sentence connectors and their writing production at the second year of SMAN 3 Kampar.
3. The outputs above show that there is a sign means that there is low correlation between students' mastery in using sentence connectors and their writing production at the second year of SMAN 3 Kampar.

Direction of correlation between two variables is positive. It means that the higher of using connectors will cause higher too toward in writing production of the second year of SMAN 3 Kampar. On the contrary, the lower of using connectors will cause lower too toward in writing production of the second year of SMAN 3 Kampar.

D. The Hypothesis Examination

The Pearson correlation level is 0.305. Therefore, it is a low correlation. And since the value is positive, it can be called a positive correlation where the two variables are parallel because if we compared to r_t it is found that $r_{xy} = 0.305$. Although each Significant Standard for 5% is 0.325 and 1% is 0.418 respectively, it can be formulated:

If $r_o \geq r_t$ so, H_a is accepted and H_o rejected

If $r_o \leq r_t$ so, H_o is accepted and H_a rejected

$r_{xy} = 0.305$ is lower than r_t (5% is 0.325, 1% 0.418.), it means there is low correlation between the two variables. Consequently, the alternative hypothesis (H_a is rejected). It indicates that there is low correlation between students' mastery in using connectors and students' writing production at the second year of SMAN 3 Kampar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Regarding the formulation of the problem in this paper, the conclusion can be summarized as the following ones:

1. Most of students' mastery in using connectors is in the good level. It can be seen from the result of research, 14 students from 33 students are in the **good level**. The writer can interpret that Mean score in students' mastery in using sentence connectors is 64.24, Median 65.00, Mode 65, standard deviation 8.67, variance 75.18, range 25, Minimum 50, maximum 75, and summation 2120.
2. Most of students' writing production score is in the enough level. It can be seen from the result of research, 18 students from 33 students are in the **enough level**. The writer can interpret that Mean score in students' writing production is 62.87, Median 63.50, Mode 66, standard deviation 6.204, variance 38.50, range 23.50, Minimum 48, maximum 71, and summation 2075.
3. The Pearson correlation level is 0.305. Therefore, it is low correlation. And since the value is positive, it can be called a positive correlation where the two variables are parallel.

4. $r_{xy} = 0.305$ is lower than r_t (5% is 0.325, 1% 0.418.), it means there is low correlation between the two variables. Consequently, the alternative hypothesis (H_a is rejected). It indicates that there is low correlation between students' mastery in using connectors and students' writing production at the second year of SMAN 3 Kampar.

B. The Suggestions

Based on the result of the research, the writer finds that both of the variables are in the average level where average students were interested in using connectors in their paragraph. It seems that both of the variables are correlated each other. The writer believes that there is a possibility that if the students increase their interest in writing a paragraph, their comprehension ability in using connectors will be increased too. In order to reach this, the writer would like to give some suggestions as follows:

1. The students should be more active among their friends and the teacher in the class to discuss the materials related with grammatical structure and writing.
2. Students should increase their vocabulary since it plays an important role in increasing the writing ability.
3. The writer suggests that the English teacher of SMAN 3 Kampar should pay attention to this case. Then, the teacher should teach more about connectors in their writing by using techniques in order to motivate the students.
4. The English teacher should give more exercises to the students dealing with using connectors in students' writing.

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APPENDIX VIII

Try Out to Use Sentence Connectors Test

Students	ITEMS																				Total Correct	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	0	0	1	1	0	1	1	0	1	0	1	0	0	0	1	0	1	0	0	9	45
2	1	0	0	0	0	1	1	0	0	1	0	0	1	0	1	1	0	1	0	1	9	45
3	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	6	30
4	1	0	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	7	35
5	1	1	0	0	1	0	0	1	1	1	1	0	0	0	1	0	0	1	1	0	10	50
6	0	0	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	1	1	8	40
7	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	1	7	35
8	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0	0	0	0	1	1	10	50
9	0	0	0	0	1	1	1	0	1	0	0	0	1	0	0	1	1	0	0	0	7	35
10	0	0	0	1	0	1	1	1	0	0	1	0	1	1	0	0	0	1	1	0	9	45
11	1	1	0	1	1	0	0	1	0	1	0	0	1	1	0	1	1	0	0	0	10	50
12	0	1	0	0	1	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	10	50
13	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	0	1	0	0	1	7	35
14	1	0	0	1	1	0	1	0	0	1	0	0	0	0	1	0	1	0	0	1	8	40
15	0	0	0	1	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	0	10	50
16	1	0	0	0	1	1	1	0	1	0	1	1	0	0	0	1	0	1	0	1	10	50
17	0	0	0	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	10	50
18	0	1	1	1	0	0	1	0	0	0	1	0	0	1	0	1	1	0	1	0	9	45
19	1	1	0	0	1	1	0	0	0	0	0	1	1	1	0	0	1	1	0	0	9	45
20	1	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	1	6	30
21	1	0	0	1	1	0	0	1	1	1	0	1	0	0	1	1	0	0	0	1	10	50
22	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	1	0	1	0	0	7	35
23	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	0	12	60
24	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	0	0	1	0	7	35
25	1	0	0	0	0	0	0	1	1	1	0	0	1	0	0	1	1	0	1	0	8	40
26	0	1	0	1	1	0	0	1	0	0	0	0	1	1	0	1	1	0	1	1	10	50

27	1	0	0	1	1	0	0	1	0	0	0	1	0	1	1	1	0	1	1	0	10	50
28	1	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	8	40
29	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1	0	0	9	45
30	1	1	1	1	0	1	0	0	1	1	0	1	0	0	0	1	1	0	1	0	11	55
31	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	1	1	1	7	35
32	0	1	0	0	1	0	0	1	0	1	1	1	1	0	0	0	1	1	0	0	9	45
33	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	0	1	0	0	0	9	45
																					288	1440
Total	16	12	9	16	12	12	17	16	13	17	14	15	14	15	9	18	16	15	14	12		
%	48	36	27	48	36	36	51	48	39	51	42	45	42	45	27	54	48	45	41	36		
R/A	A	A	R	A	A	A	A	A	A	A	A	A	A	A	R	A	A	A	A	A		
D/E			D												D							

R = REJECTED

A= ACCEPTED

E= EASY

D= DIFFICULT

Where:

$F.V = \frac{R}{N}$ FV = The Facility Value (Difficulty Level)

Scale Rejected if FV below 0.30-0.70

R = The Number of Correct answer

Scale Accepted if FV between 0.30-0.70

N = The Number of Respondents

Appendix 1 **Students' Mastery in Using Connectors Test**

Name :

Class :

Time : 45 minutes

Respondents: Second Year students of SMAN 3 Kampar, in academic year 2010.

DIRECTIONS:

1. This is used for a research only
 2. There is no influence to your score after carrying out this test
 3. You are required to circle the correct answer.
 4. Thank you very much for your participation.
-

1. He is sick. Therefore, he cannot come today.

The word “**therefore**” means:

- A. Contrast ideas B. Cause effect ideas C. Related ideas D. Additional ideas

2. Sally was very sad. Nevertheless, she smiled and pretended to be having a good time.

The word “**nevertheless**” means:

- A. Contrast ideas B. Cause effect ideas C. Related ideas D. Additional ideas

3. Hiroshi finally got all his verb tenses right in an essay, so he is very happy.

The word “**So**” means:

- A. Related ideas B. Cause effect ideas C. Contrast ideas D. Emphasize

4. Wherever I travel, I usually meet someone who can speak English.

The word “**Wherever**” means:

- A. Related ideas B. Contrast ideas C. A condition D. Emphasize ideas

5. I am saving my money. So that, I can go on an exciting vacation this summer.

The word “**So that**” means:

- A. Related ideas B. Contrast ideas C. Show purpose D. Emphasize ideas

6. Eric is not only an outstanding teacher, but also he is a gourmet cook.

The word “**Not only...but also**” means:

- A. Additional idea B. Cause effect ideas C. Contrast ideas D. Related ideas

7. David could not travel to Mexico because his visa did not permit him to do so.

The word “**because**” means:

- A. Contrast ideas B. Cause effect ideas C. Related ideas D. A reason

8. The city provides many cultural opportunities. It has an excellent art museum.

Furthermore it has a fine symphony orchestra.

The word “**furthermore**” means:

- A. Contrast ideas B. Cause effect ideas C. Additional idea D. Related ideas

9. Algebra was hard for me in high school; likewise, I find calculus difficult in college.

The word “**likewise**” means:

- A. Contrast ideas B. Cause effect ideas C. Additional idea D. A Similarity

10. Al didn’t study. Consequently, he failed the test.

The word “**Consequently**” means:

- A. Contrast ideas B. Related ideas C. Additional idea D. Cause effect ideas

11. Although Ernest hates most American food, he loves fried chicken.

The word “**Although**” means:

- A. Additional idea B. Contrast ideas C. Emphasize ideas D. Related ideas

12. We didn’t go swimming on the last holiday _____ the hot weather.

- A. However B. Although C. Because of D. So that

13. I like to travel; _____, I visit countries where I can practice my Spanish.

- A. Although B. Specifically C. Because of D. Previously

14. Both my brother and I know to play tennis.

The word “**Both...and**” means:

- A. Additional ideas B. Related ideas C. Emphasize ideas D. A reason

15. You had better hurry. Consequently you will be late.

The word “**Consequently**” means:

- A. A reason B. Illustrated a point C. Contrast ideas D. Cause and Effect ideas

16. Martin is now a student _____; he was a sales representative for a pharmaceutical company.

- A. However B. Although C. Previously D. So that

17. You will have to either get a job or cut down on your expenses to stay in school.

The word “**Either**” means:

- A. Illustrated a point B. Alternative ideas C. A condition D. Cause and Effect ideas

18. I always eat breakfast _____ I get hungry during the class.

- A. Otherwise B. Although C. Because of D. So that

19. The crime rate has continued to rise even though the local policy.

The word “**Even though**” means:

- A. A condition B. Additional ideas C. Related ideas D. Contrast ideas

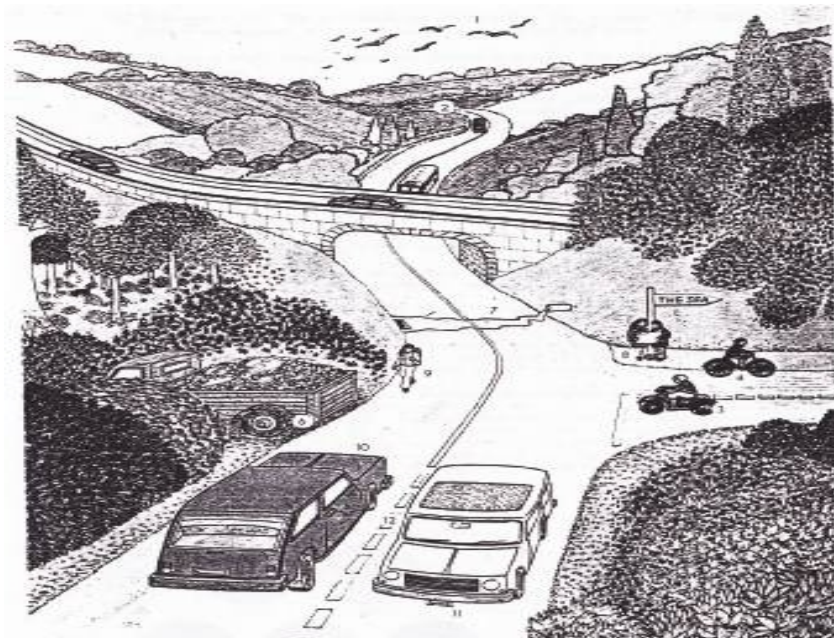
20. He never misses classes, and he studies hard. _____, Thomas does all of this work.

- A. In other words B. Although C. Likewise D. So that

Appendix 1I Picture Description of Students' Writing Production Test

DIRECTIONS:

1. Look at this picture
2. By using connectors, please make up a story from the picture.
3. Thank you very much for your participation.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Appendix III

The Rejected Items

3. Hiroshi finally got all his verb tenses right in an essay, so he is very happy.

The word “**So**” means:

A. Related ideas B. Cause effect ideas C. Contrast ideas D. Emphasize

15. You had better hurry. Consequently you will be late.

The word “**Consequently**” means:

A. A reason B. Illustrated a point C. Contrast ideas D. Cause and Effect ideas

The Revised Items

3. George studied until three o’clock last night. However, he was going to bed early.

The word “**However**” means:

A. Related ideas B. Cause effect ideas C. Contrast ideas D. Emphasize

15. I have to study all weekend; In order word, I am behind in my homework.

The word “**In order word**” means:

A. Contrast ideas B. Related ideas C. Emphasize D. Additional ideas

Appendix IV

KEY ANSWERS OF USING CONNECTORS TEST

- | | |
|---------------------------|-------------------------------|
| 1. B. Cause effect ideas | 11. B. Contrast ideas |
| 2. A. Contrast ideas | 12. C. Because of |
| 3. B. Cause effect ideas | 13. B. Specifically |
| 4. C. a condition | 14. Additional ideas |
| 5. C. Show purpose | 15. D. Cause and Effect ideas |
| 6. A. Additional idea | 16. C. Previously |
| 7. D. A reason | 17. B. Alternative ideas |
| 8. C. additional idea | 18. A. Otherwise |
| 9. D. A Similarity | 19. D. Contrast ideas |
| 10. D. Cause effect ideas | 20. A. In other words |

Appendix V

Students' Score of Students' Mastery in Using Connectors by Using Multiple-Choice Test

STUDENTS	SCORE	CATEGORY
1	75	Good
2	75	Good
3	55	Less
4	65	Enough
5	60	Enough
6	55	Less
7	75	Good
8	65	Enough
9	70	Good
10	75	Good
11	65	Enough
12	50	Less
13	65	Enough
14	55	Less
15	70	Good
16	55	Less
17	70	Good
18	70	Good
19	75	Good
20	55	Less
21	65	Enough
22	60	Enough
23	70	Good
24	50	Less
25	70	Good
26	50	Less
27	75	Good
28	65	Enough
29	75	Good
30	50	Less
31	65	Enough
32	55	Less
33	70	Good

Appendix VI

TABLE IV.3
Students' Score of Students' Writing Production
by Making a Simple paragraph

STUDENTS	SCORE	CATEGORY
1	71.5	Good
2	65.5	Enough
3	61.0	Enough
4	66.0	Enough
5	57.5	Less
6	54.0	Less
7	71.0	Good
8	57.0	Less
9	59.5	Less
10	57.5	Less
11	61.0	Enough
12	54.5	Less
13	59.5	Less
14	48.0	Fail
15	48.5	Fail
16	58.5	Less
17	61.5	Enough
18	63.0	Enough
19	67.5	Enough
20	63.5	Enough
21	63.5	Enough
22	64.0	Enough
23	65.0	Enough
24	61.5	Enough
25	66.0	Enough
26	68.5	Enough
27	71.5	Good
28	71.5	Good
29	64.0	Enough
30	68.0	Enough
31	68.5	Enough
32	66.0	Enough
33	71.0	Good

Appendix VII

TABLE
RECAPITULATION STUDENTS' MASTERY IN USING CONNECTORS AND
STUDENTS' WRITING PRODUCTION TEST RESULT

No	X	Y	x	y	xy	x²	y²
1	75	71.5	10.76	8.63	92.8588	115.7776	74.4769
2	75	65.5	10.76	2.63	28.2988	115.7776	6.9169
3	55	61	-9.24	-1.87	17.2788	85.3776	3.4969
4	65	66	0.76	3.13	2.3788	0.5776	9.7969
5	60	57.5	-4.24	-5.37	22.7688	17.9776	28.8369
6	55	54	-9.24	-8.87	81.9588	85.3776	78.6769
7	75	71	10.76	8.13	87.4788	115.7776	66.0969
8	65	57	0.76	-5.87	-4.4612	0.5776	34.4569
9	70	59.5	5.76	-3.37	-19.4112	33.1776	11.3569
10	75	57.5	10.76	-5.37	-57.7812	115.7776	28.8369
11	65	61	0.76	-1.87	-1.4212	0.5776	3.4969
12	50	54.5	-14.24	-8.37	119.1888	202.7776	70.0569
13	65	59.5	0.76	-3.37	-2.5612	0.5776	11.3569
14	55	48	-9.24	-14.87	137.3988	85.3776	221.1169
15	70	48.5	5.76	-14.37	-82.7712	33.1776	206.4969
16	55	58.5	-9.24	-4.37	40.3788	85.3776	19.0969
17	70	61.5	5.76	-1.37	-7.8912	33.1776	1.8769
18	70	63	5.76	0.13	0.7488	33.1776	0.0169
19	75	67.5	10.76	4.63	49.8188	115.7776	21.4369
20	55	63.5	-9.24	0.63	-5.8212	85.3776	0.3969
21	65	63.5	0.76	0.63	0.4788	0.5776	0.3969
22	60	64	-4.24	1.13	-4.7912	17.9776	1.2769
23	70	65	5.76	2.13	12.2688	33.1776	4.5369
24	50	61.5	-14.24	-1.37	19.5088	202.7776	1.8769
25	70	66	5.76	3.13	18.0288	33.1776	9.7969
26	50	68.5	-14.24	5.63	-80.1712	202.7776	31.6969
27	75	71.5	10.76	8.63	92.8588	115.7776	74.4769
28	65	71.5	0.76	8.63	6.5588	0.5776	74.4769
29	75	64	10.76	1.13	12.1588	115.7776	1.2769
30	50	68	-14.24	5.13	-73.0512	202.7776	26.3169
31	65	68.5	0.76	5.63	4.2788	0.5776	31.6969
32	55	66	-9.24	3.13	-28.9212	85.3776	9.7969
33	70	71	5.76	8.13	46.8288	33.1776	66.0969
N= 33	ΣX= 2120	ΣY= 2075	Σx= 0.08	Σy= 0.29	Σxy= 524.4704	Σx²= 2406.061	Σy²= 1232.018

APPENDIX IX

ITEM DIFFICULTY OF SENTENCE CONNECTORS

N0	CORRECT ANSWER	N	FV	REMARK
1	16	33	0.48	Accepted
2	12	33	0.36	Accepted
3	9	33	0.27	Rejected
4	16	33	0.48	Accepted
5	12	33	0.36	Accepted
6	12	33	0.36	Accepted
7	17	33	0.51	Accepted
8	16	33	0.48	Accepted
9	13	33	0.39	Accepted
10	17	33	0.51	Accepted
11	14	33	0.42	Accepted
12	15	33	0.45	Accepted
13	14	33	0.42	Accepted
14	15	33	0.45	Accepted
15	9	33	0.27	Rejected
16	18	33	0.54	Accepted
17	16	33	0.48	Accepted
18	15	33	0.45	Accepted
19	14	33	0.42	Accepted
20	12	33	0.36	Accepted

Note:

F.V = the Difficult Level

N = the Number of the Students

Remark= the Explanation of the Items whether it is Accepted or Rejected

Appendix X

ESL COMPOSITION PROFILE

SCORE	LEVEL	CRETERIA
CONTENT	27-30	Very Good to Excellent
	22-26	Average to Good
	17-21	Poor to Fair
	13-16	Very Poor
ORGANIZATION	18-20	Very Good to Excellent
	14-17	Average to Good
	10-13	Poor to Fair
	7-9	Very Poor
VOCABULARY	18-20	Very Good to Excellent
	14-17	Average to Good
	10-13	Poor to Fair
	7-9	Very Poor
LANGUAGE USE	22-25	Very Good to Excellent
	18-21	Average to Good
	11-17	Poor to Fair
	5-10	Very Poor
MECHANICS	5	Very Good to Excellent
	4	Average to Good
	3	Poor to Fair
	2	Very Poor

Jacob, et al. (1981). *Testing ESL Composition: A Practical Approach*, Mexico: Newbury House Publishers, Inc. P: 101

Appendix XI

Rater 1

STUDENTS' SCORE OF WRITING PRODUCTION

Students	Score					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanics	
1	22	14	14	15	4	69
2	20	17	10	12	4	63
3	20	11	10	11	3	55
4	22	14	14	13	4	67
5	17	9	7	10	3	46
6	16	9	10	10	3	48
7	21	14	14	13	4	66
8	16	9	9	10	3	47
9	16	9	9	10	3	47
10	16	9	9	10	3	47
11	16	9	9	9	3	46
12	20	13	13	12	3	61
13	16	9	9	19	3	47
14	16	9	9	10	3	47
15	16	9	9	10	3	47
16	22	15	14	15	4	70
17	22	14	14	15	4	69
18	22	15	14	15	4	70
19	22	15	14	15	4	70

20	22	15	14	15	4	70
21	22	14	14	13	4	67
22	22	15	14	15	4	70
23	22	15	14	15	4	70
24	22	15	14	15	4	70
25	21	14	14	14	4	67
26	22	15	14	14	4	69
27	22	15	14	14	4	69
28	22	14	15	15	4	70
29	20	15	14	15	4	68
30	21	15	14	13	4	67
31	20	14	15	14	3	66
32	22	15	14	14	3	68
33	22	15	14	15	4	70

Pekanbaru, 24 Desember 2010

Rater 1

Jonri Kasdi, S.Pd.I.

Appendix XII

Rater 2

STUDENTS' SCORE OF WRITING PRODUCTION

Students	Score					Final Score
	Content	Organization	Vocabulary	Language Use	Mechanics	
1	22	15	15	18	4	74
2	18	13	13	20	4	68
3	20	14	15	15	3	67
4	21	13	13	15	3	65
5	20	15	13	18	3	69
6	18	12	12	15	3	60
7	20	17	15	20	4	76
8	21	13	11	18	4	67
9	20	17	15	17	3	72
10	20	15	15	15	3	68
11	22	15	15	20	4	76
12	15	10	10	10	3	48
13	18	15	15	20	3	72
14	17	10	10	10	2	49
15	16	9	11	11	3	50
16	15	8	10	11	3	47
17	18	11	13	20	4	54
18	20	10	11	13	2	56
19	20	14	13	15	3	65

20	14	13	12	15	3	57
21	15	14	13	15	3	60
22	15	13	12	15	3	58
23	16	13	15	13	3	60
24	15	11	11	13	3	53
25	20	14	13	16	2	65
26	21	13	13	17	4	68
27	23	14	13	20	4	74
28	20	15	14	20	4	73
29	16	11	15	15	3	60
30	18	15	15	18	3	69
31	20	17	15	15	4	71
32	20	13	12	16	4	64
33	21	15	15	18	3	72

Pekanbaru, 24 Desember 2010

Rater 2

Nuardi, M.Ed

